

Hello everyone! We've prepared 5 English Tasks for you this week, which are a mixture of writing, spelling, grammar and reading activities. For every task we've included a **support and extension** suggestion. So if you find the main task a bit **too** challenging, try the **Support** idea. If you want a bit **more** of a challenge, try the **Extension** idea. There is also an **optional** handwriting activity at the end of the document if you need it.

Year 5 Home Learning English Tasks - Week beginning 27.4.20

Task	Activity
Task 1	<p>LO: Can I write in the first person, including speech and character action?</p> <p>Firstly, to recap what you covered in Year 4, watch this 5-minute video about how to punctuate and layout speech using inverted commas. https://youtu.be/dRyCzpk66LM</p> <p>Creative Writing This Jar Life – click the link below to find out your writing task for this week: https://www.onceuponapicture.co.uk/portfolio_page/that-jar-life/</p> <p>Consider the questions from the link, either by discussion or making notes as you did last week. Then, write 3 paragraphs with the title 'That Jar Life' – please remember to WRITE A LINE, LEAVE A LINE! This will help you when editing tomorrow. Write your piece in the first person please, either as the cat or as the girl in the jar. This means using more of the pronoun 'I', watching the story unfold through the characters eyes. We'd like you to include some speech but remember that too much speech makes your writing very confusing. Try and use character action occasionally after or before speech, like you learnt about in your Grammar Lesson on giraffes last week. You can start your writing anyway you like, but here's a starting sentence, with the cat as the main character, if you go blank!</p> <p><i>After lunch, as I was licking the last drops of cream from my bowl, an annoying tapping noise caught my attention. Looking up, I heard a faint voice coming from the jar on a nearby table.</i></p> <p><i>"Hey, why am I in here?" questioned the tiny girl inside, furrowing her brow as she pounded against the glass with her fist.</i></p> <p>Support: Try writing 1 or 2 paragraphs Extension: Try writing 4 or 5 paragraphs.</p>
Task 2	<p>LO: Can I edit my work to spot errors and make improvements?</p> <p>Creative Writing – continued</p> <p>Editing day! First, read through the work you did yesterday, finishing it if you haven't already. Then use a different coloured pen to make corrections and improvements to your work, like we do in class with our green editing pens. It's important to read your work out loud, as this helps you spot mistakes more easily. Remember that this week, we will especially be looking at how you use and punctuate speech, including using detail about the actions of the speaker (like you studied in your Grammar lesson on giraffes last week). You'll need to check your work makes sense, with the correct punctuation, spelling and a wide range of vocabulary. Use this resource to help you with improving your vocabulary: https://cra.helenaschools.org/wp-content/uploads/sites/29/2015/08/BANISH-BORING-WORDS.pdf and use this online dictionary to help with spelling: https://www.collinsdictionary.com/dictionary/english</p> <p>Support: Include full stops, capital letters and questions marks. Extension: Try to include brackets, dashes or commas for parenthesis.</p>
Task 3	<p>LO: Can I spell words ending in -shus spelt -cious or -tious?</p> <p>First, use this link and click on 'Practice/Test' to test you on the ant, ance, ancy etc. letter pattern that we focused on last week. https://spellingframe.co.uk/spelling-rule/34/39-Words-ending-in-ant-ance-ancy-ent-ence-ency-1-of-2 Make a note of your score. If you don't score as well as you'd like, spend a bit longer learning the words and then try the test again.</p> <p>This week's spelling pattern introduction: https://spellingframe.co.uk/spelling-rule/7/37-Endings-which-sound-like-spelt-cious-or-tious</p> <p>Begin by writing out all the words to familiarise yourself with them (select the 'View words' option in the Spelling Tiles section). Then spend about 10 minutes every day practising your words; maybe try one activity each day from the 'Spelling Tiles' section? For tips on how to learn spellings and make them stick, follow this link: http://www.henleazejuniorsschool.co.uk/application/files/8715/7538/8946/Helping_your_child_learn_spellings_at_home.pdf</p>

	<p>Support: Instead, try part 2 of learning the -ous spelling pattern (these are different -ous words to last week): https://spellingframe.co.uk/spelling-rule/60/12-The-suffix-ous-2-of-2</p> <p>Extension: In addition to the work this week, try part 2 of some homophone work (these are different homophones to last week): https://spellingframe.co.uk/spelling-rule/52/49-Homophones-and-other-words-that-are-often-confused-2-of-5</p>
Task 4	<p>LO: Can I include the actions of the speaker when writing sentences about Harpy eagles that include direct speech?</p> <p>Grammar</p> <p>Follow this link https://www.naturalcurriculum.co.uk/year5/direct-speech/harpy-eagle/screen-1/ and read through everything on the page FIRST. After you've done this, follow the on screen link to watch the BBC Harpy Eagle video. What to do: Follow this link https://www.naturalcurriculum.co.uk/year5/direct-speech/harpy-eagle/screen-2/. Read everything on this 'Grammar bit' page and talk through the 'Scintillating Sentences' with an adult if you can. Then, write the 3 Scintillating Sentences out, replacing the parts in bold with your own ideas like you did last week. Note: As we introduced this last week, you should be familiar enough with the format to write even stronger examples! Use the Banish Boring Words booklet from Task 2 if you need vocabulary ideas.</p> <p>Support: Talk through your sentence ideas with a parent/carer, no need to write them down. Extension: Write 3 additional sentences of your own in the same format, based on the Harpy eagle clip.</p>
Task 5	<p>LO: Can I summarise key points after reading a text?</p> <p>Reading Comprehension – 'Counting'</p> <p>Follow the link below for a comprehension activity with the title 'Counting'. This week you will be asked to summarise key points from what you have read, as well as answering 5 'Vipers' questions. Notice that this text is written in the first person, just like your 'Jar Life' writing should have been earlier this week. The answers for your parents/carers to check your work are on page 3.</p> <p>http://henleazejuniorschool.co.uk/application/files/1215/8471/2101/Counting_Stage_5_Comp_-_Comprehension_Pack.pdf</p> <p>Support: Ask a parent/carer to read the text with you and to discuss it with you first. If you can, summarise some of the key points from the text and write some of these key points down.</p> <p>Extension: Find out more about the endangered black rhinos, mountain gorillas or elephants.</p>

Reading Rocks! Aim to read at least 3 times a week, to yourself or/and to a parent carer. Reading together is a lovely thing to do; maybe take it in turns to read a page/paragraph? Remember that talking about the story with someone else helps you develop your reading skills even further. When you finish a book, try filling in a Reading Challenge sheet. http://www.henleazejuniorschool.co.uk/application/files/5615/8681/4922/Year_5_Reading_Challenge.pdf

Handwriting – optional task: It's important to keep up your handwriting practise if you can. Here's a link for this week: http://henleazejuniorschool.co.uk/application/files/7915/8470/5423/W4_Handwriting_-_Cursive.pdf